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ABSTRACT

This brief pamphlet describes and promotes educational partnerships that have been established over the past 5 years between schools and the private sector. The sponsoring partners described include banks, fast food restaurants, insurance companies, bakeries, law firms, dry cleaners, police departments, professional basketball teams, publishing companies, automobile manufacturers, civic and service clubs, and wealthy private individuals. (TE)

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Everybody's Business

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A Report To The President

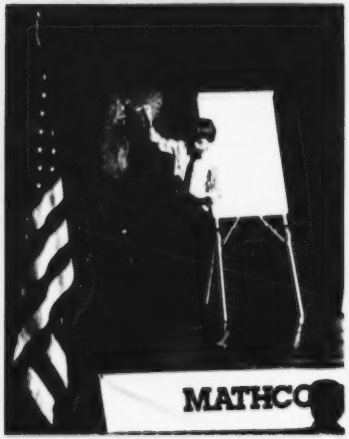
America's Schools: Everybody's Business

U.S. Department of Education
Lauro F. Cavazos
Secretary

"I'm issuing a challenge to America to ensure our children get the best education they deserve. Let us resolve that every one of our country's public, private, and parochial schools and community colleges—all of them—will have formed a partnership in education."

President Ronald Reagan
October 13, 1983

EDUCATION PARTNERSHIPS – COOPERATIVE EFFORTS BETWEEN A SCHOOL AND THE PRIVATE SECTOR TO IMPROVE THE QUALITY OF EDUCATION – ARE TRULY A NATIONAL MOVEMENT PERMEATING THE ENTIRE EDUCATION SYSTEM.



A student explains the meaning of symmetry at MATHCOUNTS National Competition.

In October, 1983, tapping both the volunteer tradition and the "can do" spirit that have always been at the heart of American society, President Reagan called on the private sector to join with schools in a shared commitment to excellence in education.

The private sector responded enthusiastically. Today, education partnerships – cooperative efforts between a school and the private sector to improve the quality of education – are truly a national movement permeating the entire education system.

Five years after the President's call, partnerships are found in all geographic regions. They exist in urban, rural, and suburban areas, with public, private, and parochial schools. Elementary, middle and high schools have them. Schools with high proportions of at-risk students as well as those with large numbers of college-bound students have benefited from them.

The sponsoring partners include a representative sampling of American society: banks, fast food restaurants, insurance companies, bakeries, law firms, dry cleaners, police departments, professional basketball teams, publishing companies, automobile manufacturers, civic and service clubs – all have stepped forward to form partnerships with schools.

Partnerships create teacher workshops, fund college tuition, give away books, and encourage voting.

Jesse Stuart Book Project

Local chapters of the Kentucky Jaycees are raising money to reprint Kentucky author Jesse Stuart's *A Penny's Worth of Character* and distribute it to all sixth graders in the state. The Jaycees hope to encourage children to read for pleasure at the same time they are learning moral values from the story. The project will be a yearly one so that eventually every child in the Kentucky school system will own this book.

Vote America

The Vote America Foundation is a non-profit educational foundation which sponsors a variety of programs designed to educate Americans about voting. One program, Feel The Power, is specifically designed to teach high school and college students the history and importance of voting. Through a grant from the General Dynamics Corporation, the Vote America Foundation has assembled a package of educational booklets and detailed subject outlines, and has distributed them to teachers throughout the country.

I Have A Dream

During a commencement speech at his elementary school alma mater, New York businessman, Eugene Lang, was so overcome by the thought that many of those sixth grade students would never finish high school, that he pledged to finance the college educations of all students in the class who graduated from high school. He has been personally involved in helping these students through high school – providing guidance, counseling, and academic tutoring. Mr. Lang's I Have A Dream effort has been replicated all over the country.

Burger King's In Honor of Excellence

Every year since 1984, Burger King Corporation has honored one outstanding teacher and principal from each state by inviting them to Florida to participate in an all-expenses-paid, five-day symposium on American education.

Richard McComb

Individual partner shares time and interests with disabled student.

Partners range from individuals or small companies to large multinational corporations or government agencies. Their structure is also varied. A partnership can exist between one school and one partner, with one partner nationwide, with a group of partners community-wide, or with a group of partners nationwide.

Immediate objectives also reflect great diversity. Partnership programs work toward such goals as drug abuse prevention, voter preparation, improved school science experiments, or establishment of mini-grants for teachers. Partnerships directly support students, teachers, principals, schools, or the partnership movement itself.

In short, the U.S. Department of Education's recent formal survey of public elementary, middle and high schools, and a complementary survey of the private sector, show that education partnerships are mushrooming in number. They are reaching more and more students, addressing a wider range of topics, and involving virtually every sector of American society.

Participation Has Doubled

In the 1983-84 school year, 17 percent of the nation's schools were already involved in education partnerships. By 1987-88, that figure had more than doubled – rising to 40 percent as an increasing number of business, industrial, and social service organizations reached out to share ideas, expertise, and resources with schools.

Recent survey figures reflect the enthusiasm of schools and private sector participants alike. By the end of the 1987-88 school year:

140,800 education partnerships were reported to be in operation, an average of 4.6 partnerships per participating school; and

Over nine million students were participating in education partnership programs – that is, 24 percent of all public school students.

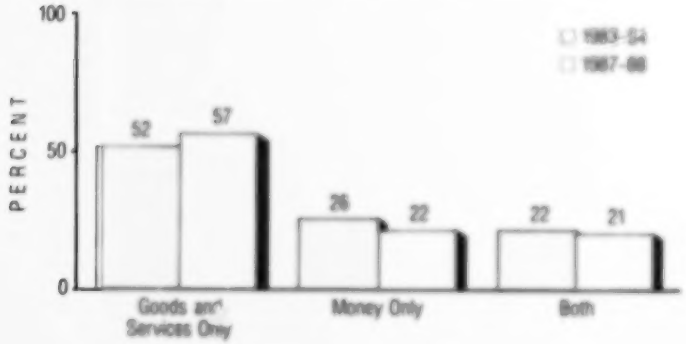
A competitor in Pizza Hut's Book It! program goes to the library.

How Private Sector Sponsors Help

All partnerships aim primarily to enrich education and reach out to students whether at the elementary, junior high, high school, technical or community college level. Some partnerships are strictly local. Others involve broader networks reaching a county or an entire state. Still others are initiated and administered at the national level. But all teachers, school administrators, curriculum planners, and students work hand-in-hand with private sector volunteers who share this common goal: *Our schools need to be better than they are. They need to produce better-educated students.*

TEACHERS, SCHOOL ADMINISTRATORS, CURRICULUM PLANNERS, AND STUDENTS WORK HAND-IN-HAND WITH PRIVATE SECTOR VOLUNTEERS WHO SHARE THIS COMMON GOAL: OUR SCHOOLS NEED TO BE BETTER THAN THEY ARE. THEY NEED TO PRODUCE BETTER-EDUCATED STUDENTS.

Percentage of schools participating in partnerships providing support through various means in 1983-84 and 1987-88.



A community volunteer brings his experience to the classroom

Types of Support

The type of support private sector partners contribute to schools depends on their specific interests and resources. In the 1987-88 school year, nearly one-third of participating schools received math and science assistance. About half as many schools had partner participation in career awareness, and civic and character education programs. Slightly fewer received help in the following areas: reading, arts and humanities, drug abuse prevention, dropout prevention, and assistance for the disadvantaged.

Sponsoring partners also help by presenting guest speakers, special demonstrations, and by lending the use of their facilities or equipment to partner schools. Partners offer a great many special awards, scholarships, or other incentives that provide goals and lead students to more purposeful study. Some partners provide grants or retraining for teachers, or give financial support to schools. Others contribute computers, books, and appropriate types of equipment to schools that might otherwise go without them.

THE PARTNERSHIP MOVEMENT IS EVOLVING TOWARD MORE AND MORE PERSONAL INVOLVEMENT.

Of the 140,800 partnerships active in 1987-88, more than half provided goods and services, a little less than one-quarter provided only money, and the remaining quarter provided a combination of money, goods, and services. Compared to 1983-84 figures, these statistics reflect that the partnership movement is evolving toward more and more personal involvement.

Barbara Bush tours Amidon School, the U.S. Department of Education's adopted school, with Principal Pauline Hamlette

Partnerships inspire inventions, cultural courses, and math and reading contests.

The Invent America Program

To generate increased creativity and ingenuity among elementary school students the United States Patent Model Foundation and corporate sponsors such as Dow Chemical, K Mart Corporation, MasterCard International, and the Pepsi-Cola Company sponsor invention competitions. Students are to design something which will solve problems encountered in everyday life. The competition is held on school, state, and national levels. Winners are flown to Washington, D.C. to see their creations on display at the Smithsonian Institution.

Communication in the Arts

The Modern Museum of Art in Santa Ana, California, has designed a cultural enrichment and language arts development course for students in grades 4-12. Businesses and foundations such as Denny's, Bob's Big Boy Restaurants, Pacific Telesis, and the West Hawaiian Cultural Society have purchased the course and donated it to school systems in California and Hawaii.

Mathcounts

Since 1983, over 2.5 million junior high school students nationwide have participated in MATHCOUNTS which promotes math excellence by combining an intensive period of in-school preparation with a series of intramural competitions at the local, state, and national levels. Over 14,000 volunteer engineers, teachers, and parents have helped with the program. Major sponsors of MATHCOUNTS include the National Society of Professional Engineers, the National Council of Teachers of Mathematics, NASA, Cray Research Foundation, GM Foundation, and the CNA Insurance Companies.

Pizza Hut's Book It!

To encourage elementary school students to read, Pizza Hut provides free pizza for students who meet monthly individual reading goals set by their teachers. Since the Book It! program began in 1985, millions and millions of children have participated all around the country.

The program, however, is not a one-way street. Both schools and sponsors benefit from partnerships. Schools feel they benefit in some obvious ways; students are stimulated by sponsor incentives and rewards for student achievement. Volunteers help supplement staff, contributing added expertise that helps broaden curricula. Schools also enjoy the satisfaction of their central role in fostering community cooperation.

But almost all schools provide reciprocal services or resources for their sponsors. Business and community groups benefit from civic recognition programs, from the use of school facilities and equipment, and from the help of school staff who may provide basic skills training in reading, writing, and math to their employees. In addition, business leaders say they sponsor partnerships in part because they are dependent for labor on graduates of the school system. They also believe improved schools and employment opportunities can help prevent a variety of costly social ills ranging from drug addiction to welfare dependency.

Benefits Flow Both Ways

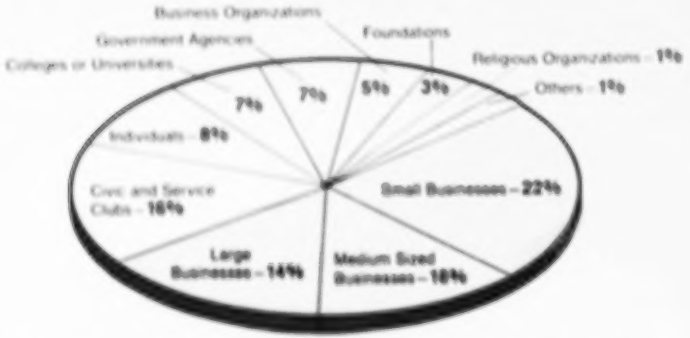
Business executive enjoys himself as students learn from story.

Who Sponsors Partnerships?

Just over half of all partnership programs in 1987-88 were sponsored by businesses. Of those, 22 percent were small businesses, 16 percent medium-sized, and 14 percent large businesses.

Civic organizations and service clubs represented 16 percent of all partnerships; individuals sponsored 8 percent; colleges, universities, and government – 7 percent each; business organizations, 5 percent; foundations, 3 percent; religious organizations, 1 percent; various other sponsors, another 1 percent.

Sponsors of Education Partnerships in Public Schools—1987-1988



Source: National Center for Education Statistics, "Education Partnerships in Public Schools," page 7 (forthcoming)

There are no hard and fast rules for forming partnerships. Although public school principals initiated almost one-third of all partnerships in the 1987-88 school year, others were proposed or organized by teachers, district partnership coordinators, district superintendents, or partnership sponsors themselves.

Herman Farrer

Voyager pilots, Dick Rutan and Jeana Yeager, encourage student interest in science.

Partnerships are sponsored by sports organizations and individual athletes.

Blazer-Avia Program

In 1985, the Portland Trailblazers Professional Basketball team and the Avia Sportswear Company got together to promote reading and writing in the Portland, Oregon schools. Month-long competitions are held between students and between classes. Winners receive sportswear and tickets to Blazers basketball games. To date, over 20,000 students have been involved in one or more segments of the program.

Texas Rangers Adopt-A-School

To encourage attendance at Forest Oak Middle School in Fort Worth, Texas, the Texas Rangers professional baseball team sponsors the "Student Pennant Race." This contest is set up like a baseball organization – the teacher is the owner and selects a student manager who selects several student coaches. The school is divided into leagues with each homeroom as a team. Texas Rangers players come to the school and talk to the students. Classes compete for attendance awards such as tours of Arlington Stadium and ball game tickets. The Forest Oak Middle School has gone from having one of the worst attendance records in the district to having one of the best.

The Chi Chi Rodriguez Youth Foundation

The Chi Chi Rodriguez Youth Foundation runs a public school in Florida for abused, underprivileged, and underachieving children. The school is on a golf course which the students maintain and improve as part of the curriculum. The students learn math, science, English, and economics while planning and constructing simple things such as compost bins, flower beds, or golf greens.

The Doug Williams Foundation

The Washington Redskins Super Bowl quarterback and Most Valuable Player, Doug Williams, has established a non-profit organization which encourages Washington, D.C. area students to finish high school and to go on to postsecondary education. By working to increase student self-esteem and personal achievement, the foundation will try to prevent drug abuse and dropping out of school. In addition, scholarships will be awarded to students demonstrating both academic and athletic achievements.

Winners of Blazer-Avia reading and writing competitions attend games and meet the players.

Distribution of Partner Schools

There were more partnerships in urban (51 percent) and suburban schools (44 percent) than in rural schools (31 percent). More secondary schools (46 percent) had partnerships than elementary schools (36 percent). Almost twice as many large schools (1,000 or more students) participated as small schools (fewer than 300 students). More schools reporting high levels of poverty participated than those with low rates of poverty.

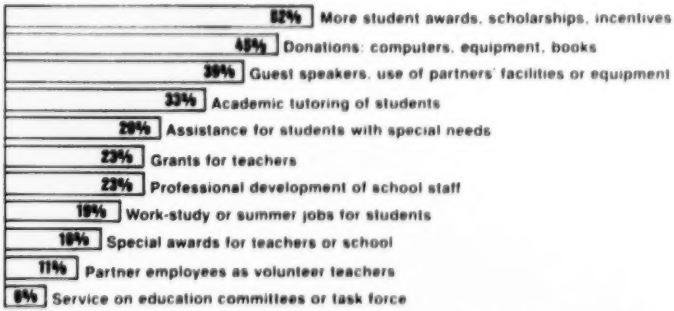
The Committee to Support Philadelphia Public Schools sponsors "Korean Culture Through Art" day

Principals Express Their Needs

In the recent survey, principals in different areas expressed different needs. Urban principals stressed the need for increased academic tutoring for their students. Rural principals expressed particular interest in work-study programs or summer employment. Principals in suburban schools showed the greatest interest in guest-speaker visits and use of a partner's equipment or facilities, and in partner volunteers to participate in classroom teaching.

Secondary school principals tended to prefer work-study or summer employment, while elementary principals favored donations of computers and other equipment. Principals in schools reporting high poverty were more likely to prefer increases in student awards and scholarships than schools reporting low poverty.

When principals were asked to indicate the types of support they would most like in the future, they expressed needs in the following areas:


82% More student awards, scholarships, incentives
48% Donations: computers, equipment, books
38% Guest speakers, use of partners' facilities or equipment
33% Academic tutoring of students
28% Assistance for students with special needs
23% Grants for teachers
23% Professional development of school staff
19% Work-study or summer jobs for students
18% Special awards for teachers or school
11% Partner employees as volunteer teachers
8% Service on education committees or task force

Source: National Center for Education Statistics, "Education Partnerships in Public Schools," page 11 (forthcoming)

The Challenge Ahead

Exciting partnerships are thriving in nearly every major American city, suburb, and town as interaction between the private sector and the schools grows both in scope and in depth.

This growth must continue. President Reagan has pointed out that, "Much remains to be accomplished, but the potential of private sector initiatives has scarcely been tapped. As heirs to a proud legacy, I believe we can meet the challenges of the future by dedicating ourselves to both the task and the promise of voluntary service to others."

Fifth grade national Invent America winner displays his "swivel headrest."